CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborates the method employed in this research and describes the procedures of the study to answer the three questions stated in Chapter 1. It covers the formulation of the problems, research design, site and participant, data collection, and data analysis.

3.1 Research Design

In order to answer the initial questions, this study employed a qualitative research design. This design is known as interpretative, ethnographic, participant observation which aims at discovering the underlying motives and desires, using in depth interviews for the purpose with the use of words and language, in a scientific context and used a various scientific methods phenomenological, and constructivist research (Kothari, 2004; Moleong, 2010; Schunk, Pintrich , & Meece, 2010).

Relating the definition with the topic of this research, this study is concerned with the implementation of Contextual Teaching and Learning (CTL), how it can enhance students' motivation in learning English, and how the students respond to the implementation of CTL. This study is aimed to find out how Contextual Teaching and learning is implemented in the classroom to enhance students' motivation in English learning. Thus, a qualitative research design was considered to be used in this study.

However, since this study is focused on student's motivation enhancement with the use of CTL, then to gain more information and obtain deep understanding, this study used a case study method. Case study is a form of qualitative analysis where in careful and complete observation of an individual or a situation or an institution is done; efforts are made to study each and one aspect in collecting data through this approach is with observing the behavior of participants by captivating their activities (Kothari, 2004). Considering this

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concept, it is expected that using this study student's behavior towards learning English can be identified and observed.

3.2 Site and Participant

The study will be conducted in one Senior High School in Bandung The selection of the school as the research setting was based on the reason that the school was relatively accessible, both administratively and in terms of distance. Moreover, the writer was familiar with the classroom environment and it provides advantage for the researcher to conduct the investigation as well as reflection on the treatment that had been conducted. Furthermore, the eleventh graders were involved as focused participants of the study, because the researcher has been familiar with the situation and potential of the students

3.3 Data Collection

To collect the data, four instruments were implemented in this study. This study was conducted using both observational and non-observational techniques also the written documents. Observational technique consists of observation while the non-observational technique is the questionnaire, interview, and written document. Each technique of the data collection will be described thoroughly below. Furthermore, the instruments used in this study had undergone a validation process starting from collecting theories up to final instruments to be used. These instruments have been validated by reliable sources who were the expert in the field of motivation and also English language learning. The steps taken by the researcher in formulating the research instruments can be seen in the following chart.
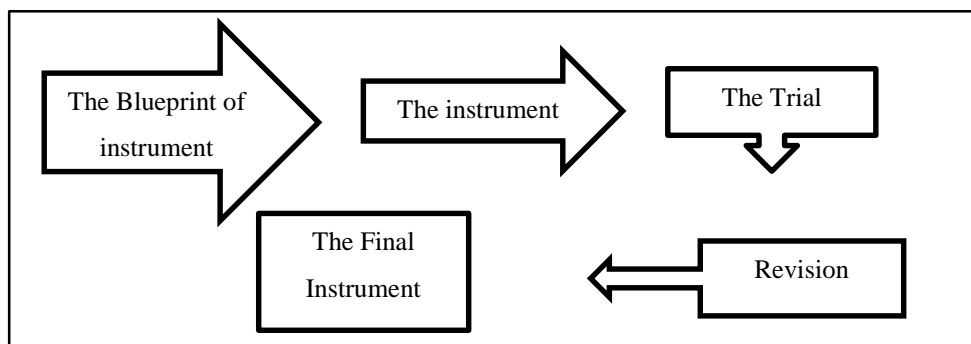

Figure 3.3.1 The scheme of Developing Instruments

Several steps were prepared by the researcher in formulating the instruments. The first step was the blueprint of the instrument. That means, the researcher made a scheme of instruments first, which included variables, indicators, number of items of the questions. Then, the instruments were presented in scale and tested before collecting the actual data. Several items of the instrument were revised and afterwards the instruments were ready for research.

In addition, to validate all the instruments, the researcher managed to ask guidance to the lecturers. The two lecturers have been in the field of psychology and English for foreign language for about more than five years. Moreover, they were judged capable in evaluating the research instruments due to the validators had experiences in conducting and guiding a research regarding motivation. All research instruments have also been tested first. Therefore, the instruments in this study can be considered valid and feasible for use.

3.3.1   Classroom Observation

Observation was used to find out the information in the implementation and the response of Contextual Teaching and Learning to motivate students' in learning English. The learning activities in English classroom were observed and identified. The researcher acted as a teacher and observer in this research. This decision was chosen because it is said that through this way, the researcher can gain any information needed deeply, including the hidden information (Moleong, 2010).

The observation was held in three meetings and each meeting spent 95 minutes. The media used to observe the activity in the classroom is video recorder and camera to be observed by the researcher in order to gain more data about the teaching and learning process. Moreover, the indicator of students' motivation can be seen as follow.

Table 3.3.1 Students' Activities Checklist Adopted from Makmun (2003)

Variable	Aspect	Indicator(s)
Motivation	1. Duration	The students finished their assignment according to the time their teacher has given them.
	2. Participation	The students are often participated in class activity
	3. Persistence	The students focused on the material discussed in the class.
		The students always come on time.
	4. Tenacity	The students always try to solve difficult task.
		The students try to find solutions through other medias.
	5. Devotion	The students are confident to use English and express their ability.
	6. Aspiration level	Students shows positive gesture towards English learning
	7. Learning Achievement	The students' grades are improved.
	8. Direction in Learning Activity	Students prepare the utensil needed to learn.
		Students show positive activity during learning.
		Students show preparation before the exam.

The aspects of the observation sheet were taken from indicators of motivation proposed by Makmun (2003). Since the study is focusing on how the implementation of Contextual Teaching and Learning to enhance students' motivation in English learning, then the theories used in the checklist above is to identify whether students expose a certain behavior regarding motivation or not. The theories taken as the variables in this observational sheet were the duration, frequency, persistence, patience & diligence, devotion, aspiration level, learning achievement level, and the direction of learning. These variables were rated from very high, high, medium, low, to very low in order to identify the activity in the classroom, whether the students are seemed to response or exposed a certain behavior appropriate with the variable. The example of observation sheet can be seen below:

Table 3.3.2 Example of Observation Sheet

Aspect	Indicator	Focus Behavior	Category				
			Very High	**High**	**Average**	**Low**	**Very Low**
1. Duration	- Students' capable to complete task on the time set by the teacher.	1. Student's use the time given by the teacher to do the assignment until finished.	☐	☐	☐	☐	☐
		2. The students use the time given by teacher to read the book about the material being taught.	☐	☐	☐	☐	☐
		3. The students are in the classroom from the beginning until the end of the meeting.	☐	☐	☐	☐	☐
		4. The students do not use any devices which are not related to the learning activity, unless the teacher gives command during the activity.	☐	☐	☐	☐	☐

3.3.2 Questionnaire

In order to answer the second research question which is to find out students' responses to the implementation of Contextual Teaching and Learning to motivate students in learning English, the researcher used questionnaire.

The questionnaire cover the indicator of the motivation, that is; duration, participation, persistence, tenacity, devotion, aspiration level, learning achievement level, and the direction of learning. In this study, the questionniare was expected to preset the factual and attitudinal data, which represented the depiction of students' responses toward the implementation of CTL to motivates students in learning English.

The questionnaires were distributed in last meeting to see students' response towards the use of CTL. The questionnaires consist of 33 closed-ended questions. Furthermore, Lickert's scale form was used in this study to gather the information needed that embraces for different categories. Indonesian language was used in this questionnaire in order to convey more information from the students.

The indicators of students' response to the use of Contextual Teaching and Learning to motivate students in learning English are presented in the following table:

Table 3.3.3 Indicators of the Questionnaire

No	Indicators	(+)	(-)	Σ
1	Students' **duration** in learning.	1,3	2,4	4
2	Students' **frequency** in learning.	5,6,8	7,9	5
3	Students' **persistence** in learning.	10,12	11,13	4
4	Students' **patience and diligence** in learning.	14,16	15,17	4
5	Students' **devotion** in learning.	18,20	19,21	4
6	Students' **level of aspiration** in learning.	22,24	23,25	4
7	Students' **direction** in learning.	26,28	27,29	4
8	Students' **motivation** in learning English	31	30	2
9	Students' **response** towards **CTL**	32,33	-	2

Total		33

3.3.3 Interview

Interview is described as the verbal conversation conducted by two people to collect relevant information for the purpose of the research (Ewards & Holland, 2013). The researcher conducted the interview after the interviewee finished the learning activity using Contextual Teaching and Learning. The interview's type was semi-structured where several key questions are provided to elaborate the areas which required to be explored and allow the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (Gill, Stewart, Treasure, & Chadwick, 2008). The researcher asked three students which consisted of one higher achiever, one middle achiever, and one lower achiever students. The interview was audio recorded. There were 10 key questions related to the implementation of Contextual Teaching and Learning to motivate student's in learning English. To get a complete overview about the interview, we can see the guideline of the key questions below.

Table 3.3.4 Interview Aspect(s)

No	Interview Aspect(s)	Σ
1	Students' interest in learning.	1,2
2	Students' difficulty in learning	3,4,5
3	Students' interest after learning English using CTL	6,7
4	Students' response towards CTL	8,9,10
	Total	10

3.3.4 Written Documents

As one of the instruments used in this research, written documents were also used to gather the data to answer the research question. The written documents were in the form of lesson plan, video recording transcriptions, and students' worksheet during the three meetings observation.

Three lesson plans were prepared for the implementation of Contextual Teaching and Learning to motivate students in learning English. The lesson plans were composed by combining the theory in Contextual Teaching and Learning and the theory of motivation. Considering that Contextual Teaching in this study is not limited to a certain set of skill this approach is applicable to the integrated skills. Thus, the composing process of the lesson plan were adjusted to the materials that being taught in the school at that time. However, from the total of three meetings, only the last two meetings which received the implementation of CTL, the first one was applying the traditional approach; teacher-centered activity. This was done in order to see the difference of students' response between teacher-centered approach and CTL approach. The detail of the lesson plans can be seen in the appendix and the summary of the lesson plans can be seen in the table below.

Table 3.3.5 Summary of the Lesson Plans

Lesson Plans	Objectives	Activities
Lesson Plan 1	• Students are expected to learn about announcement. • Students are encouraged to create simple announcement.	• Watching videos • Observing various examples of announcement. • Writing an announcement.
Lesson Plan 2	• Students are expected to attract to the learning activity with the use of story time. • Students are expected to respond to a certain problems that happen around them.	• Story time • "What if" game • Group discussion.
Lesson Plan 3	• Students are expected to be motivated to learn English since the topic is something that happening among the	• Brainstorming on a famous topic among teenagers. • Observing and

teenagers.	interviewing.
• Students are expected to interview people about their opinion about several hot issue.	

Moreover, to identify students' improvement, the teacher also used the students' worksheet during three meetings to measure and analyze the effect of implementation of Contextual Teaching and Learning towards students' motivation in the aspect of academic achievement. Last, written document is video recording transcription that was transcribed from each meeting. Finally, several evidences related to the learning activities by implementing Contextual Teaching and Learning was carried out by the researcher.

3.4 Data Analysis

Since this study used qualitative approach, then the data was analyzed using qualitative data analysis. The data required from the observation, written documents, and interview was classified or reduced, displayed, and interpreted (Miles, Huberman, & Saldaña, 2014). The component of data analysis can be seen below.

3.4.1 The Analysis of Observation

The data gained from the observation are observation sheet, and video recording. In order to fully comprehend the observation sheet, during the analyzing process, the observation sheet was read repeatedly while monitoring the video recording to avoid error in filling the observation sheet. Then it was categorized and coded into several aspects which agree with the theories (i.e. the eight indicators of motivation (Makmun, 2003)).

In order to find out evidences of appropriateness in implementing Contextual Teaching and Learning, the transcription of the video recording was also written and also analyzed to see how the activity was carried out and the response of the students that came with it. It was also necessary to connect the

transcription to the theory of motivation to identify its improvement during classroom observation.

. The purpose of the transcription is to seek whether the implementation of Contextual Teaching and Learning is well conducted or not. Next, the transcription was compared to the observation sheet to obtain real situation and feeling of the participants during the classroom observation. The observation sheet was adapted from the indicators of motivation proposed by Makmun (2003). In addition, these instruments were also paired to eight indicators of motivation (i.e. duration, frequency, persistence, patience diligence, & ability, devotion, aspiration level, learning achievement level, and the direction of learning), in order to acquire student's motivation improvement.

3.4.2   The Analysis of Written Document

Written document used in this research was lesson plan which contained the material used in the three meeting observations. There were three lesson plans for each of the meeting and contained different material. The first meeting lesson plan used the teacher-centered approach, whilst the second and third meeting lesson plan used the Contextual Teaching and Learning approach in order to distinguish the effect of CTL towards students' motivation and their responses.

The result of the written documents was observed through students' response in each stage of the activity. The responses were then categorized into the indicator of motivation and analyzed whether the responses were caused by the stage of activities based on the CTL approach.

3.4.3   The Analysis of Interview

The interview was conducted using the semi-structured interview with 10 guide questions provided. The interview was also used to answer the second research question; finding out the students' responses to the use of Contextual Teaching and Learning (CTL) to motivate students in learning English. The result of the interview was then categorized into several indicators of the motivation, cross-checked and analyzed.

3.4.4 The Analysis of Questionnaire

The questionnaire is used to answer the second research question which is to find out the students' responses to the use of Contextual Teaching and Learning (CTL) to motivate students in learning English. Since the questionnaire used Lickert's scale form, the responses from the questionnaire were categorized into four kinds of score; strongly disagree, disagree, neutral, agree, and strongly disagree. These scores are accordingly given the score of 5, 4, 3, 2, and 1. Since the questionnaire was paper questionnaire, the data were transferred manually into a spreadsheet. The spreadsheet contained the number of students and their answer to each of the statement, with the score of every statement ranging from 1 to 5 (1 strongly agree and 5 strongly disagree). After all the data of the questionnaire transferred into the spreadsheet, to get the accurate findings the data were checked once again.

In order to gain a complete data, all of the data resulted from the classroom observation, written documents, and questionnaire were cross-checked compared, and presented with the theoretical foundations as reviewed in chapter II, in order to gain the relationship between the implementation of Contextual Teaching and Learning to motivate students' motivation and student's response to the implementation of Contextual Teaching and Learning.